DOCUMENT RESUME

ED 290 578 PS 017 158

TITLE Chapter 1 Pre-Kindergarten Program Guidelines.
INSTITUTION North Carolina State Dept. of Public Instruction, Raleigh. Div. of Support Programs.
PUB DATE Oct 87
NOTE 51p.
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Disadvantaged Youth; Preschool Children; *Preschool Education; *Program Administration; Program Descriptions; *Program Development; Program Implementation
IDENTIFIERS *Education Consolidation Improvement Act Chapter 1

ABSTRACT

This document is designed to assist administrators and teachers in developing high quality pre-kindergarten programs which comply with Chapter 1 regulations and guidelines. Information is provided on administration, design, and implementation of programs for disadvantaged young children, as well as on appropriate instructional practices for 4-year-olds. Summaries of pre-kindergarten programs in North Carolina, national exemplary Chapter 1 programs, and National Diffusion Network programs are included. Lists of tests and inventories, materials and equipment, and resources are included in the appendices, along with a bibliography and references. (PCB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED290578

CHAPTER 1 PRE-KINDERGARTEN

PROGRAM GUIDELINES

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

N.C. Dept. of Public Inst.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 017158

COMPENSATORY EDUCATION SECTION
DIVISION OF SUPPORT PROGRAMS
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

BEST COPY AVAILABLE

CHAPTER 1 PRE-KINDERGARTEN

PROGRAM GUIDELINES

Compensatory Education Section
North Carolina Department of Public Instruction
October, 1987

PREFACE

Chapter I of the Education Consolidation and Improvement Act provides assistance to Local School Administrative Units to meet the special needs of educationally deprived children. Local school systems assess the needs of their students and implement programs which will be most effective in meeting those needs.

Solid and compelling research has shown that early intervention has measurable and long-term positive effects on disadvantaged children's success in school and life. Thus, many LSAUs are considering and some are implementing Chapter I Pre-Kindergarten Programs. An objective of this early intervention is to reduce the need for remedial instruction later in the school career of these children.

Chapter I Pre-Kindergartens provide developmentally appropriate programs for young children who are educationally deprived and who live in an eligible Chapter I attendance district. The programs provide students with opportunities to diminish educational inequities before entry into kindergarten.

This document is designed to assist administrators and teachers in developing high quality pre-kindergarten programs which comply with all Chapter I regulations and guidelines. The information is intended to provide direction to design and implement programs that meet the specific and unique needs of disadvantaged young children. It specifically addresses programs for four-year-olds, but many of the practices may also be appropriate for three-year-olds.

We hope this booklet will serve as a valuable resource as you continue to design and implement excellent programs for Chapter I children in North Carolina.

TABLE OF CONTENTS

PREFACE

ADMINISTRATION..... 1

Needs Assessment..... 2
Eligibility and Selection of Schools and Students..... 2
Facilities..... 2
Staffing and Class Size..... 3
Nutrition Programs..... 3
Health and Safety..... 4
Day Care License..... 4

INSTRUCTION..... 5

Program Design..... 6
Characteristics of the Four-Year-Old..... 6
Diagnosing the Needs of Students..... 6
Developmentally Appropriate Practices..... 7
Monitoring and Evaluating Students..... 12
Involvement of Parents..... 12
Materials and Equipment..... 13
Coordination..... 13

WHAT WORKS IN PRE-KINDERGARTEN..... 14

North Carolina Programs..... 15
National Exemplary Chapter I Programs..... 20
National Diffusion Network Programs..... 30

APPENDICES..... 36

A. Tests and Inventories..... 37
B. Materials and Equipment..... 39
C. Human Resources..... 41
D. Bibliography of Suggested Readings..... 42
E. References..... 46

ADMINISTRATION

NEEDS ASSESSMENT

Chapter I requires local school administrative units (LSAUs) to conduct an annual assessment of educational needs which identifies educationally deprived children in all eligible attendance areas. It is through this needs assessment that an LSAU decides which children will receive Chapter 1 services and determines what those services will be. Thus, if an LSAU plans to implement a pre-kindergarten (pre-k) program, it must document the need for such a program as part of their annual needs assessment.

Educationally deprived children are defined as "children whose educational attainment is below the level that is appropriate for children of their age." The identification of students who are educationally deprived must be based upon uniformly applied criteria. A commonly used criterion is the percentile rank on a standardized test. (Appendix A provides a listing of tests that could be used with pre-k students.) In addition to tests, an LSAU may also include surveys, questionnaires, and interviews with teachers, parents, and administrators as part of the needs assessment. The achievement of kindergarten students might also be analyzed. Using this data, conclusions might be drawn concerning the effect a pre-k program could have on the level of deprivation demonstrated by kindergarten children.

ELIGIBILITY AND SELECTION OF SCHOOLS AND STUDENTS

Chapter I Pre-Kindergarten Programs can be operated only in school attendance areas that are Chapter I eligible. An LSAU must rank order its school attendance areas based on the highest concentration of children from low-income families. Areas selected for participation must be based on that ordering. If it is not possible to provide pre-k programs in all eligible attendance areas, programs must be provided in accordance with this ranking. It is permissible to operate a pre-k program in one school and also draw participants from additional eligible attendance areas.

Children who are selected to participate in a pre-k program must live in an eligible attendance area and be identified as educationally deprived. Students chosen to participate must be served in order of greatest need.

Educationally deprived pre-k students may be identified through the use of a standardized test. (See Appendix A.) An LSAU may also wish to develop its own Pre-K Screening Test and Home Information Scale. If so, these must be submitted, as part of the Chapter 1 grant application process, for review and approval. A combination of these items may also be used in the selection of students to participate.

FACILITIES

A classroom with tiled and carpeted areas, a toilet, storage, conference room, and activity areas is most desirable. The classroom should have special treatment for the best possible environment, including thermal, visual, acoustical, and aesthetic conditions.

Adequate space for good school living indoors varies in relation to many factors in each situation. It is suggested that the minimum should be 45 square feet per child.

Pre-k classrooms need several areas for specific activities such as art, music, block building, home center, puzzles, books, water, sand, and listening center. Space should also be allowed for large and small group activities, eating, and resting.

The pre-k classroom should be on the ground floor with outdoor exits. There should be adequate window space (24 inches off floor) and ample artificial lighting.

The Division of School Planning may be consulted for assistance in considering facilities for pre-k children.

STAFFING AND CLASS SIZE

Staffing for a pre-kindergarten program should include teachers and teacher assistants. These people are very important to the success of a program and should be selected carefully. Teachers of young children are also guides and facilitators. They prepare the environment so that it provides challenging, stimulating, activities and materials for children. Teachers observe to determine what children understand and pose additional challenges to push their thinking further. Teachers and assistants selected for pre-k programs should possess characteristics and abilities which allow them to be effective facilitators as well as teachers.

Certification in Early Childhood is required for pre-k teachers. Teacher assistants should meet the requirements of the local school system with a minimum of a high school diploma.

Frequent participation in planned staff development activities is very important for pre-kindergarten staff. They have special needs which should be addressed in specific workshops and seminars. They may meet with other pre-k and Chapter I staff members to discuss concerns and share ideas. They should be encouraged to attend professional meetings at the regional and state levels. Financial support for these activities is an allowable Chapter I expenditure.

It is recommended that a pupil-teacher ratio be established that will enable the teacher to work with each child as an individual at times during each day. A group of 16 to 20 pre-kindergarten students with one teacher and one teacher assistant has been found to be satisfactory. It is always preferable to have two adults present with any group of young children.

NUTRITION PROGRAMS

Pre-kindergarten students are eligible to participate in all Child Nutrition Programs offered by the local school system. Students who qualify receive free or reduced-price breakfast and lunch. Snacks may be served to all students and

are an allowable Chapter I expenditure. It is recommended that young children go no longer than four hours without a meal or a snack. The local child nutrition director or the state agency may be consulted for assistance with nutritional needs.

HEALTH AND SAFETY

Pre-kindergarten students should meet the health requirements for students entering school for the first time. These requirements include a medical history, physical exam, and immunizations. Children should be screened for vision and hearing problems. The local health coordinator or the state agency can provide assistance in this area.

The staff must be alert at all times to the health of the children as well as the health and safety conditions in the building and on the playground. Proper temperature, lighting, and ventilation are essential as is the proper use of all facilities and equipment.

DAY CARE LICENSE

North Carolina law does not require Chapter I Pre-Kindergartens, operated in school buildings, to have a day care license. An LSAU may choose, however, to meet the day care standards.

The Child Day Care Commission is responsible for developing standards and procedures for administering the licensing program. The Child Day Care Licensing Law (G.S. 7-110) establishes some specific requirements for day care centers.

LSAUs who are interested in meeting day care standards should contact the Day Care Section in the Department of Human Resources. (See Appendix C.) This section is staffed by local consultants across the state who work with pre-kindergartens and day care programs.

INSTRUCTION

PROGRAM DESIGN

Chapter 1 Pre-Kindergarten Programs should be designed to provide developmentally appropriate experiences for young children who are educationally deprived. The programs should provide students with opportunities to diminish educational inequities before entry into kindergarten. This appropriate early intervention will reduce the need for remedial instruction later in the school career of participating children.

CHARACTERISTICS OF THE FOUR-YEAR-OLD

As teachers and administrators plan and develop programs for four-year-olds, they should keep in mind certain characteristics.

The four-year-old is beginning to show increased control and interest in perfecting and improving motor skills. Greater control of small motor skills is expressed in his drawings as they become representational symbols of his world - a flower, house, person.

The four-year-old may be extremely active and aggressive in his play. His motor drive is high, and he is sometimes extreme in his physical behavior and other aspects of behavior.

The imagination of the four-year-old is vivid and sometimes seems to have no reasonable limit. Imaginary playmates abound and this imagination often carries over into real life through tall-tales.

The child at this age is a grand talker. He asks many questions and enjoys serious discussions. His language may range from silly words to profanity. Loud, silly laughter may accompany such language.

Intellectual skills are demonstrated in classification activities and reasoning ability. Four-year-olds may have a basic understanding of concepts related to number, size and weight, color, distance, and time.

Children at this age enjoy being with other children as they are becoming more group-conscious. Pretending to be mothers and daddies, doctors and nurses, policemen and mailmen, are activities which occupy much of their time during free play with other children.

Four-year-olds have a strong need to feel important and worthwhile and especially appreciate praise for what they do. They also need opportunities to experience more freedom and independence.

DIAGNOSING THE NEEDS OF STUDENTS

The individual diagnosis of pre-kindergarten students is very important. Studies have found that the more accurate the teacher is in diagnosing student learning needs, the more likely the teacher is to have students with greater achievement.

The pre-k teacher uses a variety of instruments in determining the needs of students. Criterion-referenced tests are available which provide diagnostic and prescriptive information for instructional decision making. (See Appendix A.) They are designed to identify and analyze a student's strengths and weaknesses in specific areas. These tests may also suggest causes of the student's difficulties and relate the results of testing to instructional prescriptions.

Teachers also use other tools in diagnosing the needs of students. These may include information from parents, work/play samples, checklists, and teacher observations.

Upon completion of the diagnostic process, the teacher uses this information to plan a program for each child. The knowledge that has been gained about the child assists in planning the materials and strategies that will be used with the student.

A Personalized Education Plan should be developed for each pre-kindergarten student. It should contain basic information about the student, a diagnostic summary, goals and objectives, and a method for recording student progress.

DEVELOPMENTALLY APPROPRIATE PRACTICES

The National Association for the Education of Young Children believes that high quality, developmentally appropriate programs should be available in all pre-kindergartens. A major determinant of the quality of a program for young children is the degree to which the program is developmentally appropriate. These beliefs are supported by much classroom research and theory. In North Carolina, we support these beliefs and recommend that LSAUs closely review their programs to determine if they are developmentally appropriate. The following chart lists both appropriate and inappropriate practices for four-year-old children and may also be helpful in assessing programs for three-year-olds.

INTEGRATED COMPONENTS OF
APPROPRIATE AND INAPPROPRIATE PRACTICES FOR
FOUR-YEAR-OLD CHILDREN

COMPONENT	APPROPRIATE PRACTICE	INAPPROPRIATE PRACTICE
Curriculum Goals	. Experiences are provided that meet children's needs and stimulate learning in all developmental areas -- physical, social, emotional, and and intellectual.	. Experiences are narrowly focused on the child's intellectual development without recognition that all areas of a child's development are interrelated.
	. Each child is viewed as a unique person with an individual pattern and timing of growth and development. The curriculum and adults' interaction are responsive to individual differences in ability and interests. Different levels of ability, development, and learning styles are expected, accepted, and used to design appropriate activities.	. Children are evaluated only against a predetermined measure, such as a standardized group norm or adult standard of behavior. All are expected to perform the same tasks and achieve the same narrowly defined, easily measured skills.
	. Interactions and activities are designed to develop children's self-esteem and positive feelings toward learning.	. Children's worth is measured by how well they conform to rigid expectations and perform on standardized tests.
Teaching Strategies	. Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials.	. Teachers use highly structured, teacher-directed lessons almost exclusively.
	. Children select many of their own activities from among a variety of learning areas the teacher prepares, including dramatic play, blocks, science, math, games and puzzles, books, recordings, art, and music.	. The teacher directs all the activity, deciding what children will do and when. The teacher does most of the activity for the children, such as cutting shapes, performing steps in an experiment.
	. Children are expected to be physically and mentally active. Children choose from among activities the teacher has set up or the children spontaneously initiate.	. Children are expected to sit down, watch, be quiet, and listen, or do paper-and-pencil tasks for inappropriately long periods of time. A major portion of time is spent passively sitting, listening, and waiting.

	. Children work individually or in small, informal groups most of the time.	. Large group, teacher-directed instruction is used most of the time.
	. Children are provided concrete learning activities with materials and people relevant to their own life experiences.	. Workbooks, ditto sheets, flashcards, and other similarly structured abstract materials dominate the curriculum.
	. Teachers move among groups and individuals to facilitate children's involvement with materials and activities by asking questions, offering suggestions, or adding more complex materials or ideas to a situation.	. Teachers dominate the environment by talking to the whole group most of the time and telling children what to do.
	. Teachers accept that there is often more than one right answer. Teachers recognize that children learn from self-directed problem solving and experimentation.	. Children are expected to respond correctly with one right answer. Rote memorization and drill are emphasized.
Guidance of Socioemotional Development	. Teachers facilitate the development of self-control in children by using positive guidance techniques such as modeling and encouraging expected behavior, redirecting children to a more acceptable activity, and setting clear limits. Teachers' expectations match and respect children's developing capabilities.	. Teachers spend a great deal of time enforcing rules, punishing unacceptable behavior, demeaning children who misbehave, making children sit and be quiet, or refereeing disagreements.
	. Children are provided many opportunities to develop social skills such as cooperating, helping, negotiating, and talking with the person involved to solve interpersonal problems. Teachers facilitate the development of these positive social skills at all times.	. Children work individually at desks or tables most of the time or listen to teacher directions in the total group. Teachers intervene to resolve disputes or enforce classroom rules and schedules.

Language Development and Literacy	. Children are provided many opportunities to see how reading and writing are useful before they are instructed in letter names, sounds and word identification. Basic skills develop when they are meaningful to children. An abundance of these types of activities is provided to develop language and literacy through meaningful experience: listening to and reading stories and poems; taking field trips; dictating stories; seeing classroom charts and other print in use; participating in dramatic play and other experiences requiring communication; talking informally with other children and adults; and experimenting with writing by drawing, copying, and inventing their own spelling.	. Reading and writing instruction stresses isolated skill development such as recognizing single letters, reciting the alphabet, singing the alphabet song, coloring within predefined lines, or being instructed in correct formation of letters on a printed line.
Cognitive Development	. Children develop understanding of concepts about themselves, others, and the world around them through observation, interacting with people and real objects, and seeking solutions to concrete problems. Learnings about math, science, social studies, health, and other content areas are all integrated through meaningful activities such as those when children build with blocks; measure sand, water, or ingredients for cooking; observe changes in the environment; work with wood and tools; sort objects for a purpose; explore animals, plants, water, wheels and gears; sing and listen to music from various cultures; and draw, paint, and work with clay. Routines are followed that help children keep themselves healthy and safe.	. Instruction stresses isolated skill development through memorization and rote, such as counting, circling an item on a worksheet, memorizing facts, watching demonstrations, drilling with flashcards, or looking at maps. Children's cognitive development is seen as fragmented in content areas such as math, science, or social studies, and times are set aside to concentrate on each area.

Physical Development	. Children have daily opportunities to use large muscles, including running, jumping, and balancing. Outdoor activity is planned daily so children can develop large muscle skills, learn about outdoor environments, and express themselves freely and loudly.	. Opportunity for large muscle activity is limited. Outdoor time is limited because it is viewed as interfering with instructional time or, if provided, is viewed as recess (a way to get children to use up excess energy), rather than an integral part of children's learning environment.
	. Children have daily opportunities to develop small muscle skills through play activities such as pegboards, puzzles, painting, cutting, and other similar activities.	. Small motor activity is limited to writing with pencils, or coloring predrawn forms, or similar structured lessons.
Aesthetic Development	. Children have daily opportunities for aesthetic expression and appreciation through art and music. Children experiment and enjoy various forms of music. A variety of art media are available for creative expression, such as easel and finger painting and clay.	. Art and music are provided only when time permits. Art consists of coloring predrawn forms, copying an adult-made model of a product, or following other adult-prescribed directions.
Motivation	. Children's natural curiosity and desire to make sense of their world are used to motivate them to become involved in learning activities.	. Children are required to participate in all activities to obtain the teacher's approval, to obtain extrinsic rewards like stickers or privileges, or to avoid punishment.
Parent-teacher Relations	. Teachers work in partnership with parents, communicating regularly to build mutual understanding and greater consistency for children.	. Teachers communicate with parents only about problems or conflicts. Parents view teachers as experts and feel isolated from their child's experiences.
Staffing	. The group size and ratio of teachers to children is limited to enable individualized and age-appropriate programming. Four-year-olds are in groups of no more than 20 children with 2 adults.	. Because older children can function reasonably well in large groups, it is assumed that group size and number of adults can be the same for four-year-olds as for elementary grades.

Taken from "Developmentally Appropriate Practice," Sue Bredekamp, Editor, National Association for the Education of Young Children.

MONITORING AND EVALUATING STUDENTS

The progress of pre-kindergarten students must be closely monitored using varied methods. Teachers observe students as they participate as members of the group and as they pursue individual activities. Teachers keep informal, anecdotal records of such observations to assist in evaluation and planning.

More formal procedures include teacher use of monitoring forms and skills checklists to help them assess group and individual progress. These instruments provide information concerning the relationship between individual tasks and the students ability to perform.

As with all Chapter I programs, pre-kindergarten programs must be evaluated. Statistical information concerning the program must be submitted annually. Although LSAUs are only required to submit achievement data every three years, it is recommended that annual evaluation be conducted.

Pre-kindergarten programs must also comply with the Chapter I sustained effects requirement. Follow-up data must be collected on the achievement of these students to determine if their gains are sustained. Achievement data must be gathered over a minimum of three points in time. The elapsed time between the first and third points must exceed one year.

Chapter 1 evaluation designs must include objective measurements of educational achievement in the areas addressed in the program. Objective measurement includes (a) the use of instruments that are reliable and valid; and (b) the use of procedures that minimize error in test administration, scoring, recording, and analyzing data. (Some testing instruments that may be used in evaluation are listed in Appendix A.)

Informal assessments are made of emotional and social growth. Teachers observe this growth through observations of daily interaction and contact with the students.

Program evaluation is conducted through a variety of methods in addition to formalized testing. Surveys of teachers and administrators can assist in determining if the objectives of the program are being met. Surveys and interviews with parents also reveal effective evaluative data.

INVOLVEMENT OF PARENTS

Parent involvement is a key component to all educational programs. The overwhelming results of much research continue to support the theory that greater involvement of parents results in increased achievement of their children. Opportunities for parents to receive support and increase their knowledge of child development increases their parenting skills and extends children's learning to the home environment.

Chapter I requires an annual meeting of parents and the development of written parental policies. As with all Chapter I programs, parents must be consulted in the design and implementation of pre-kindergarten programs. It is the responsibility of the LSAU to solicit input from parents.

The peak of parental interest in the schooling of their children is usually during the early childhood years. The pre-kindergarten year, thus, is a natural beginning point for establishing and maintaining effective, cooperative home-school relationships.

Home visits have been found to be especially effective in pre-kindergarten programs. Often conducted before the child actually begins school, these visits are an opportunity to share with parents the activities and the objectives of the program their child is about to begin. It also provides an opportunity for the parents to begin to develop a comfortable and cooperative relationship with the teacher and teacher assistant.

There are many additional ways of working with parents and increasing their involvement. Some of these include written notes, telephone conversations, newsletters, school visits to observe and/or assist, planned conferences, and parent workshops and programs. Parent centers, where parents can check out materials, confer with a staff member, and talk with other parents, are also very effective.

MATERIALS AND EQUIPMENT

All materials and equipment in the pre-kindergarten classroom should be appropriate for young children. All items should facilitate and enhance the objectives and design of the program.

Equipment should be designed or adjusted to fit the children who are going to use it. This is especially important with tables and chairs. Furniture that is comfortable, sturdy, and movable is desirable. Stacking furniture is advantageous as it can be easily stored for large group activity.

Appendix B contains a listing of suggested materials and equipment.

COORDINATION

In order for pre-kindergarten to be successful and effective, it must be coordinated with the total school program. Principals and other school leaders play a key role in fostering coordination through collaborative planning and resource sharing.

Pre-kindergarten students should be allowed to participate in all school activities such as assembly programs and visits to the media center. There should be well established processes for communication and referral between the pre-k teacher and other special programs. These special programs would include areas such as guidance and psychological services, health services, migrant and Indian education, and programs for exceptional children.

W

H

A

T

W

O

R

K

S

NORTH CAROLINA CHAPTER I PRE-K PROGRAMS

North Carolina has operated Chapter I Pre-Kindergarten Programs since the fall of 1977. During the 1986-87 school year, three LSAUs were serving four-year-old children. Seven additional programs were implemented in the fall of 1987, bringing the current total to ten LSAUs with Chapter I Pre-Kindergarten Programs in 1987-88. The cost per participant varies from $2,000 to $3,300 per student with an average of $2,500. The variance in cost is attributed to unique transportation needs in some LSAUs and the contribution of local monies to the program in some systems. In all units, pre-kindergarten is a valuable and integral component of their total school program.

The chart below provides some statistics on current programs with more details about the individual programs on the pages that follow. Included in each profile is information concerning selection, diagnosis and evaluation of students and the instructional approaches used in each LSAU.

CHAPTER I PRE-KINDERGARTEN 1987-88

LSAU	MAXIMUM CLASS SIZE	TOTAL CLASSES	STUDENTS SERVED	NUMBER OF TEACHERS	TEACHER ASSISTANTS
Asheboro City	20	1	20	1	1
Durham City	18	4	72	4	4
Granville County	18	1	18	1	1
Hertford County	17	1	17	1	1
High Point City	18	2	36	2	2
Lexington City	15	2	30	2	3*
Mecklenburg County	16	36	576	36	52**
Northampton County	20	2	40	2	2*
Vance County	20	1	20	1	1
Warren County	20	1	20	1	1
TOTAL		51	849	51	68

* includes one locally-funded position

** includes 16 part-time clerk-aides

ASHEBORO CITY

Chapter I Pre-Kindergarten began in the Asheboro City Schools in the fall of 1987. Participants for the program are selected by the use of a locally designed Home Information Scale and the Learning Accomplishment Profile (LAP-D). The LAP-D is also used for diagnosis and evaluation. Additionally, to diagnose the needs of students, teachers use the Child Development Assessment Form and teacher observations. These results are used in formulating the individualized educational plans for each student.

The pre-kindergarten program in Asheboro City focuses on the cognitive, motor, emotional and social development of the four-year-old. Instructional approaches include whole group activities, individualized instruction, small group activities including center experiences, and concrete experiential activities.

For additional information contact: Dr. Francis Jones at (919) 625-5104.

DURHAM CITY

The Chapter I Pre-Kindergarten Program in Durham City is the most experienced in the state, having begun in the fall of 1977. Selection for participation is based on a locally developed Home Information Scale and the Dallas Pre-School Screening Test. Diagnostic instruments used with students include the Beery Developmental Test of Visual Motor Integration, Child Development Assessment Form, and Test of Basic Experiences (TOBE). The TOBE is also used for evaluation.

The pre-k program in Durham was adapted from the NDN Project COPE (Cognitively Oriented Pre-Kindergarten Experience) in Chester, Pennsylvania. The program provides a carefully developed blend of individual, small, and large group activities. Developmental and achievement curricula are proportionately woven into the fabric of each day's learning experiences. A variety of activities for individual, small, and large group participation is planned for each day.

For additional information, contact Mrs. Dorothy Morrow at (919) 688-2361.

GRANVILLE COUNTY

Granville County implemented its Chapter I Pre-Kindergarten Program in the fall of 1987. Participants are selected through the use of a locally developed Home Information Scale and the Learning Accomplishment Profile (LAP-D). The LAP-D is also used for diagnosis and evaluation of students. Additionally, the Developmental Indicators for the Assessment of Learning (DIAL) is utilized to diagnose individual needs.

A variety of instructional approaches are used in Granville County as determined by the students' individual needs. Approaches may include language and math experiences, computer assisted instruction, centers for individual and group activities which include teacher directed and self-directed activities, daily recreation and play activities, activities to help children develop positive self-images and whole personalities. These are used along with balanced program content to fuse achievement and development in the cognitive, affective, and psychomotor domains.

For additional information, contact Mrs. Judy Phillips at (919) 693-4613.

HERTFORD COUNTY

The Hertford County Schools began a Chapter I Pre-Kindergarten Program in the fall of 1987. The Brigance Pre-School Screen is used for selection, diagnosis, and evaluation. In addition to the Brigance, the Inventory of Early Development is used to diagnose individual needs.

Pre-kindergarten students in Hertford County are grouped for instruction according to strengths and weaknesses. A variety of approaches are utilized in order to match the learning style of students with the best instructional methods. Emphasis is placed on language and motor skills. A strong receptive and expressive language program is also utilized.

For additional information, contact Sandra Jones at (919) 358-1641.

HIGH POINT CITY

Chapter I Pre-Kindergarten began in High Point City in 1986-87 with one class. An additional class was added in the fall of 1987. The Learning Accomplishment Profile and a locally designed Home Information Scale are used to select participants. Evaluation is measured with the LAP-D. To diagnose needs, students are given the Brigance Inventory of Early Development, Developmental Indicators for Assessment of Learning (DIAL), and the Child Development Assessment Form.

The High Point Pre-K Program provides opportunities for the development of whole personalities through social relationships; physical development of large and small muscles; acceptable outlets for emotions; and stimulating experiences which encourage thinking to analyze problems. The program seeks to meet individual needs and to help each child develop a positive self-concept through a greater awareness of his role within his social environment. The program is also designed to fuse basic achievement and development in the cognitive, affective, and psychomotor domains.

For additional information, contact Elsie Groover at (919) 885-5161.

LEXINGTON CITY

The Lexington City Schools began their pre-kindergarten program in the fall of 1987. Potential students are selected through a locally developed screening instrument. The Learning Accomplishment Profile (LAP) is used to evaluate students and to diagnose needs. Results of the LAP are used to write individual plans for students.

A teacher and 1.5 assistants instruct four-year-olds in self-contained classrooms. A structured learning environment is provided with daily activities in language, cognitive, motor, social, and self-help skills.

For more information contact Cheryl Sprinkle at (704) 246-2221.

MECKLENBURG COUNTY

Four-year-old children were first served in Mecklenburg County in 1986-87. The Chapter I program is continuing in 87-88 with students attending class four hours a day. A locally developed Screening Test is used to select students. The Learning Accomplishment Profile-Diagnostic (LAP-D) is employed for evaluation and diagnosis. Teachers also use observations to diagnose needs and develop individual narratives for each child.

The Mecklenburg County Pre-Kindergarten Program focuses on language, cognitive, motor, emotional, and social developmental needs of four-year-olds. Each classroom has centers for individual and group, teacher-directed, and self-directed activity. Daily activity includes outdoor play and instruction. The physical needs of the child for food and rest are also included in the program. The curriculum for the Mecklenburg Pre-K Program contains many elements of the NDN program High/Scope Preschool Curriculum. Teachers also add elements from the many ideas presented to them in their staff development workshops.

For more information, contact Judy Sims at (704) 379-7165.

NORTHAMPTON COUNTY

Chapter I Pre-Kindergarten began in Northampton County in the fall of 1987. A modified Home Information Scale and the Dallas Pre-School Screening Test are used to select participants. The Learning Accomplishments Profile-Diagnostic evaluates and diagnoses the needs of students. Teachers also use observations to develop narratives for each child. Supportive service personnel, additionally, provide information from formal and informal screenings and parent contacts.

Cognitive, motor, emotional, and social development needs of four-year-olds are the focus of this pre-k program. Each classroom has centers for individual and group activities. Community and school enrichment programs periodically provide cultural experiences for the pre-k students.

For additional information contact Goldie Eley at (919) 534-1371.

VANCE COUNTY

The Vance County Schools began their pre-k program in the fall of 1987. Students were selected based on a locally developed Preschool Screening Test and Home Information Scale. The Learning Accomplishment Profile-Diagnostic is used for evaluation and diagnosis. Observations are also used to develop individual narratives for each child.

The pre-kindergarten classroom in Vance County utilizes centers for individual, group, teacher-directed, and self-directed activities. Language experiences are provided and the use of the Language Experience Approach in developing oral language is emphasized. Manipulative math experiences are provided. The pre-k focuses on cognitive, motor, emotional and social development skills appropriate to the needs of four-year-olds. Emphasis is placed on helping each child to develop a positive self-concept and an awareness of his/her role within the social environment.

For additional information, contact Grady Stainback at (919) 492-2127.

WARREN COUNTY

Chapter I Pre-Kindergarten began in Warren County in the fall of 1987. A locally designed Home Information Scale is used along with the Learning Accomplishment Profile to select participants. The LAP-D is used to evaluate the progress of students. Diagnostic instruments include Developmental Indicators for Assessment of Learning (DIAL), Brigance Inventory of Early Development, and the Test of Basic Experiences (TOBE).

Program content and instruction in the Warren County Pre-K Program is designed to enhance the child's development in the cognitive, affective, and psychomotor domains. Opportunities are given for the child to interact with the environment. This environment is shaped to provide stimulating experiences that will foster the development of skills in language and math, social relationships, physical development, thinking and problem-solving, and positive self-concept. Instruction is conducted in several modes: one-on-one, small group, and whole group. The degree of structure is determined by group and individual needs.

For more information contact Jennie Franklin at (919) 257-3184.

NATIONAL EXEMPLARY CHAPTER 1 PROGRAMS

In the spring of 1985, the U.S. Department of Education began designating certain Chapter I projects worthy of special recognition. The selection of these projects is the culmination of a national initiative to identify Chapter I projects that have been unusually successful in meeting the special needs of disadvantaged students. The goal of this initiative is to bring about program improvement through the sharing of practices which have been found to be successful in compensatory education settings. The Effective Compensatory Education Sourcebook series is one way in which the identified successful practices are disseminated.

Volume I of the sourcebook presents a review of the literature on effective schooling practices, providing special attention to the implications of these practices for the education of disadvantaged students. Volume II contains descriptions of Chapter I projects which have been found to be particularly successful in educating these students. Volumes I and II were published in the summer of 1986. Volume III presents additional descriptions of successful projects based, like Volume II, on the Department of Education's initiative to improve the education of disadvantaged children.

The following pages present profiles of some of the Chapter I Pre-Kindergarten Programs, across the nation, that have been recognized as being exemplary by the Secretary of Education. Recognized projects include pre-kindergarten programs in:

Shreveport, Louisiana

Bridgeport, Michigan

New Madrid, Missouri

Matawan, New Jersey

Tulsa, Oklahoma

Austin, Texas

Forth Worth, Texas

San Antonio, Texas

Waynesboro, Virginia

CADDO PARISH SCHOOL BOARD - SHREVEPORT, LOUISIANA

Eligible four-year-olds in the Caddo Parish School Board service area participate in the Early Childhood Education (ECE) Program. This is an all-day program, with classes comprised of 17 children, one teacher, and one full-time aide.

Teachers who work with prekindergarten, kindergarten, and first grade children meet on a monthly basis to coordinate instruction. Regular program and Chapter I supervisory personnel meet monthly for review and planning. The ECE coordinator also coordinates the kindergarten program, which facilitates communication. In addition, the coordinator works with the special education specialist to identify special needs students.

Parents of ECE students participate in the annual needs assessment, on the Parent Advisory Councils (PACs), and as resource persons for the program. Support is provided by the local arts council, parenting coalition, senior citizens groups, library, police department, and fire department. Classroom volunteers assist with activities, make learning materials, and serve as "teachers" for special learning activities. Parents make instructional materials during program-sponsored workshops and then use these with their children at home.

The ECE Program features teachers with early childhood education certification; a small student-adult ratio; individualized instruction; rotation among teacher-directed, aide-directed, and self-directed activity; learning centers with numerous hands-on activities; an emphasis on "real-life" learning; and a curriculum focusing on development of language and communication skills. The three-step lesson -- show me, tell me, ask me -- is used to help children develop and extend knowledge.

Contact: Willie L. Henderson
Caddo Parish School Board
P.O. Box 32000
Shreveport, LA 71130-32000
(318) 636-0210, ext. 350

BRIDGEPORT-SPAULDING SCHOOL DISTRICT - BRIDGEPORT, MICHIGAN

This preschool project serves four-year-olds identified as having the greatest educational need among preschoolers tested. General school readiness is emphasized, as well as specific learning readiness in reading and mathematics. Children participate in the project four days a week and work/play in small heterogeneous groups.

Parents receive training in working with young children to develop coping skills and to gain a better understanding of their children. To accomplish this, parents participate in classroom activities and in the project's Parenting Program. Parents also join in Parent Advisory Committee meetings (where baby-sitting is provided), ride the school bus and interact with children and volunteer as tutors, library assistants, and outreach workers.

Project staff have improved organization and increased learning time by having project activities rotate among three rooms. Large motor development activities, language development activities, and visual and auditory development activities take place in separate rooms. This arrangement has also resulted in reduced material and equipment costs.

The project is based on Gesell developmental learning theory, which staff members are exposed to both formally and informally. Staff members participate in weekly planning sessions and in four districtwide inservice programs featuring recognized experts as staff development consultants.

Contact: Richard C. Smith
Bridgeport-Spaulding School District
3878 Sherman Street
Bridgeport, MI 48722
(317) 777-1771

PARMA ELEMENTARY SCHOOL - NEW MADRID, MISSOURI

The Positive Beginnings Program is designed to prevent school failure through early identification and remediation of learning deficiencies. Children three to five years old spend six hours a day in the project's self-contained classroom. Mental, physical, academic and social activities are provided along with activities designed to build children's self-esteem.

The classroom teacher's energy, enthusiasm and positive behavior contribute to a positive educational climate. The PBP staff members reward positive behavior, and provide help and support to children exhibiting negative behavior. Program activities help children develop sociability and a sense of humor. Classroom structure and management enable children to know what is expected of them, keeping discipline problems to a minimum.

Oral, physical, and written feedback on children's skill performance is provided. Teachers scrupulously avoid criticizing children's efforts or punishing them for difficulty or slowness in completing tasks. The teacher-parent-child relationships are strengthened by the daily presence of a teacher and an aide on the school bus.

Parents discuss their children's individual needs profiles with the project team, and they participate in periodic conferences on their children's progress. Parents also receive daily written or oral reports on their children's social and academic progress. In addition, parents visit the classroom and receive a parent's handbook with information about the program.

Contact: Judy Scherer
P.O. Box 56
New Madrid, MO 63869
(314) 357-4315

MATAWAN-ABERDEEN REGIONAL SCHOOL DISTRICT - MATAWAN, NEW JERSEY

In this Chapter I preschool project, four-year-old children spend two and one-half hours a day, five days a week in class with their teacher and a teacher aide. The project's purposes are to help children develop positive self-concepts and to help them think, reason, question and discover in a warm and secure atmosphere. Project objectives include improving gross and fine motor skills, developing speech/language and social skills, and fostering independence and self-control.

Training is provided for staff and parents, and parent volunteers assist with classroom activities. Staff members give attention to nutrition by providing milk and snacks. The staff also arranges and conducts class trips. The project includes a formal speech and language development program. The project also uses the High Scope Cognitively Oriented Curriculum, with other materials and activities developed as needed by project staff. The project enjoys extensive community participation and support.

Improvements made in response to evaluations include the addition of a class, expansion of the speech/language curriculum, a decrease in class size from 18 to 16 children, addition of a parents' resource library and addition of children's physical education and library activities.

Contact: Ms. Harriet Primack
Matawan-Aberdeen Regional School District
c/o Lloyd Road School
Aberdeen, N.J. 07747
(201) 290-2760

TULSA PUBLIC SCHOOLS - TULSA, OKLAHOMA

The Early Childhood Development Center (ECDC) serves prekindergarten children in the Tulsa district. Children attend the program for five hours per day, five days per week, from September to May. Classes are composed of 20 children, a teacher, and a paraprofessional aide.

The program director conducts annual staff training to insure quality classroom instruction and implementation of the program's instructional philosophy. The director pays daily visits to program classrooms to monitor instruction. The director oversees coordination of classroom activity and planning on a weekly basis, and keeps all staff apprised of program events through daily bulletins. The director works closely with evaluators to identify areas for program improvement. In addition, the director frequently speaks to community, professional, and university groups about the project.

An "interest center" instructional model is used in the ECDC program. This includes coding of materials and population cards within each interest center, small group activities within the centers, and individual attention as needed. Continual orientation and reinforcement encourage children to move among the interest centers, working independently and in small groups. The program uses prescriptive teaching methods utilizing multilevel materials. One-to-one instruction is conducted along with learning center activities and large group, teacher-directed instruction.

The instructional environment is organized so that children can select activities related to colors, words, and numbers. The center is geared to make sense to small children and is designed to allow students to feel secure, be challenged, work independently, and experience success.

Contact: Roger E. Kruse
Tulsa Public Schools
P.O. Box 470208
Tulsa, OK 74147-0208
(918) 745-6251

AUSTIN INDEPENDENT SCHOOL DISTRICT - AUSTIN, TEXAS

Four-year-olds identified as being at risk for school failure are the focus of this project which provides children with the basic concepts and skills needed for success in school. The self-contained classrooms provide a supportive environment for children to become active learners and problem-solvers. There are 16 children per class.

The project features a locally developed curriculum and a full school day. Each classroom contains an abundance of materials and equipment for developing conceptual, perceptual, and language skills. The project is supervised by a full-time, certified early childhood education coordinator and includes monthly staff development sessions.

The district's prekindergarten, kindergarten, and primary programs are carefully coordinated. The instructional coordinator for early childhood programs (including bilingual and migrant programs) also serves as a coordinator for the K-3 programs. Project objectives are based on local curriculum guidelines. Project teachers are members of their schools' kindergarten teams. They also participate in local and districtwide meetings and staff development sessions.

Formal, continuous process and product evaluations are conducted. Evaluation techniques include analysis of attendance records, teacher interviews and classroom observations, and analysis of achievement data. Program changes are made in response to evaluation findings.

Contact: Anita Uphaus
Austin Independent School District
6100 Guadalupe
Austin, TX 78752
(512) 451-8411

FORT WORTH INDEPENDENT SCHOOL DISTRICT - FORT WORTH, TEXAS

Prekindergarten children who need extra help to be ready for kindergarten and primary school attend the Four-Year-Old Project. Children attend self-contained classes for six hours per day. The teacher-student ratio is 1:11.

Strong project leadership is evident in the principal's monitoring, observation, guidance, and staff development efforts, and in the project director's communication with and support of building-level staff. The project has a Long-Range Early Childhood Planning Committee which meets regularly to address concerns and recommendations relating to the project.

A 20-day Summer Roundup Program aids in the identification of eligible children and helps parents to gather appropriate records. This program eases the home-school transition for both children and parents. The project uses a locally developed curriculum which has won national recognition as a model Early Childhood Education (ECE) program. All classrooms are equipped with the district curriculum, Prekindergarten Education, A Guide for Teachers, and a rich array of equipment and materials. Children are grouped by ability for structured, teacher-directed instruction, while other groups work in the learning centers. A multimedia approach is used, and children are given a maximum number of hands-on experiences.

High expectations are conveyed to these young children by including them in student activities and exposing them to activities/programs in which they will take part when they are older. Children receive immediate, positive reinforcement for their efforts. The program emphasis is on providing a safe and secure emotional environment that fosters a desire to succeed.

Contact: F. L. Fanning or Pat Wright
Fort Worth Independent School District
3210 West Lancaster
Forth Worth, TX 76107
(817) 336-8311, ext. 620 or (817) 878-3769

NORTHSIDE INDEPENDENT SCHOOL DISTRICT - SAN ANTONIO, TEXAS

The goals of this program are coordinated with those of the kindergarten program, so as to provide a foundation for kindergarten activities. Kindergarten and prekindergarten teachers participate in staff development activities together, and they jointly conduct formal and informal planning. At each school site, the project teacher and kindergarten teacher are located in a combined grade level area. Prekindergarten teachers are required to submit lesson plans, keep progress reports, maintain contact with parents, and participate in district staff development activities.

Objectives and instructional approaches are explained to and reviewed by parents of entering children. Parent volunteers support classroom instruction, and parents receive training in parenting skills and in supporting their children's instruction at home. Community members assist in the classroom through the P.A.L. (Parents Assist Learning) program. Parents are involved in cultural awareness activities through story telling, cooking, dancing, and art activities.

Children attend the program all day in classes of 20. Small group and class activities are featured. During small group instruction, one group of children works with the teacher, one group works with the aide, and one group pursues independent study. Children select their own activities during Learning Center Time.

Contact: Rosemary G. Perez
5223 Blessing
San Antonio, TX 78228
(512) 432-6002

WAYNESBORO PUBLIC SCHOOLS - WAYNESBORO, VIRGINIA

This Chapter I Prekindergarten (Pre K) program meets for three hours daily, usually from 8:30-11:30 a.m. Enrollment is limited to 13 students per class, and classes are self-contained.

Pre K and kindergarten teachers work together and with the Central Office instructional staff to formulate objectives for the Pre K skills chart. Instructional activities are based on the goals and objectives of the program. Pre K children receive periodic instruction from the librarian and the art, music, and physical education teachers in the three schools where the project is housed. They also attend schoolwide functions and participate in school programs.

Parents participate in parent meetings, one of which is devoted to program evaluation and planning each year. Parent workshops feature guest speakers and activities to enable parents to reinforce their children's instruction at home. Parents visit, observe, and help out in classrooms and participate in conferences. Classroom demonstrations and films are presented by police officers, fire fighters, and other community service workers. Mothers' Club members assist with eye screening. Members of school organizations make games for Pre K children and join them for activities.

Learner needs are determined through surveys, observations, and testing. Children begin with activities in which they are successful, then progress to more complex tasks. Commercial and teacher-made materials and activities are used for language, concept, physical, and social/emotional development. The classroom is organized for learning centers based on the High Scope Program. A combination of large group, small group, and individualized instruction is used.

Contact: Dr. Doris Hulvey
Waynesboro Public Schools
301 Pine Avenue
Waynesboro, VA 22980
(703) 943-8795

NATIONAL DIFFUSION NETWORK PROGRAMS

The National Diffusion Network (NDN) is a federally funded system that makes exemplary educational programs available for adoption by schools, colleges and other institutions.

It does so by providing dissemination funds to exemplary programs, called Developer Demonstrator projects, for two purposes: (1) to make public and nonpublic schools, colleges and other institutions aware of what they offer, and (2) to provide training, materials and follow-up assistance to schools and others that want to adopt them.

The first step in adopting an NDN program is to contact the North Carolina state coordinator whose job is to help schools learn about and adopt NDN programs. The coordinator works with educators in identifying the needs in a particular school and in determining which NDN program offers a solution. When a school decides to adopt an NDN program, the coordinator arranges for the program's developer to provide training to staff in the adopting school. In addition, if a school requires financial assistance to make an adoption, the coordinator usually knows about funding sources and how to apply for a grant under various federal, state, or local programs, or from private foundations or industry. An Awareness Conference which features NDN programs is held in North Carolina annually.

The following pages present profiles of some of the NDN Pre-Kindergarten Programs. These were taken from Educational Programs That Work, 1987. Descriptions are given for the following programs:

Cognitively Oriented Pre-Primary Experience

Early Prevention of School Failure

Family Oriented Structured Preschool Activity

High/Scope Preschool Curriculum

Child-Parent Centers Activity

COPE: COGNITIVELY ORIENTED PRE-PRIMARY EXPERIENCE

COPE's wide range of activities and objectives (3-6 years developmentally) makes it effective for use with pre-primary children from varied socioeconomic backgrounds and with varied learning needs.

The program is diagnostic/prescriptive. Based on the child's skills and development at entry, he/she works through a series of activities to reach advanced objectives. With its well-defined, step-by-step, closely sequenced levels, the 850-page curriculum is extremely helpful both in determining a child's needs and in stimulating outstanding intellectual and language growth. Each level is essentially a mini-lesson plan complete with objective, materials, method, and evaluation. Children pursue the objectives through individualized, small-group, and large-group instruction as well as in free-inquiry situations.

The curriculum consists of two areas: The Developmental Area contains levels in perceptual-motor and conceptual language development; the Achievement Area contains units of instruction in math, science, social studies, health/safety, art, and music.

Teachers and paraprofessionals who attend a COPE workshop not only learn to use the curriculum materials, but also come to understand a complete classroom management system that helps them put the program to use in their own particular teaching situations.

Contact: Mary Alice Felleisen, Director
Project COPE
38 N. Waterloo Rd.
Devon, PA 19333
(215) 688-7993 or 687-6252

EARLY PREVENTION OF SCHOOL FAILURE (EPSF)

Early Prevention of School Failure has demonstrated that effective screening, conferencing and effective teaching strategies prevent children from failing academically. The EPSF Program identifies every child's developmental level in language, auditory, visual and motor areas as well as their learning style.

Those students who demonstrate a developmental delay in one or more areas are involved in effective direct modality instruction 15-20 minutes daily which leads to successful academic achievement.

Major findings have shown that the project has reached or surpassed expectations in all areas. Gain rates of high-risk students over a three-year period averaged from 1.39 months to 3.12 months growth for each month in the program. Students with moderate learning needs also achieved according to expectations by surpassing standardized rate for this age level as measured by the Gates McGinite Reading and Metropolitan Achievement Tests. Another important finding showed that the gains made during kindergarten persisted into subsequent years.

The training provides professional assistance to teachers so that they may acquire skills and competencies in matching curriculum to levels of development. The screening process evaluates the whole child through analyzing his/her modality developmental level and learning style. A computer program simplifies the conferencing process to provide teachers and parents with an individual student profile. In addition, the computer program groups the children according to need so that the teacher can plan the 15-20 minutes daily modality instruction appropriately. The EPSF program materials include screening instruments, classroom management guides, parent materials, and literature folders for teaching the high process thinking skills.

Early Prevention of School Failure is being used with children whose first language is English, Spanish, Cambodian, Laotian and Vietnamese. Screening tests and parent materials have been translated into these languages.

Contact: Luceille Werner
National Project Director
Peotone School District 207-U
114 N. Second St.
Peotone, IL 60468
(312) 258-3478

FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY (FOSPA)

A child's capacity to learn is not entirely inherited, but is developed. Most of a child's basic intelligence is formed by the time he/she reaches school age. Parents are very effective educators, but need information on teaching methods and materials. Home environment has a greater effect on academic achievement than does the quality of the school. A warm, intimate, continuous loving and sharing can grow from the parent's roles as first teacher. Such relationships with parents give the child support, confidence, motivation, and feelings of self-worth basic to continuous success in education. This is the philosophy basic to District 742's venture into early childhood/family education.

Family Oriented Structured Preschool Activity is designed to involve all parents and their children in preschool and/or kindergarten activities that stimulate and reinforce interaction within the family. Parents accompany their child to the neighborhood elementary school once a week from September to May for a two-hour session. While at school, parents work and play with their children at learning stations set up in basic skill areas within an environment designed to meet the developing needs of the whole child. Parents observe formal model teaching and informal child-teacher interaction and participate in a discussion group facilitated by a parent educator. In this supportive, caring environment, they learn how to be with their child as they teach. Home-activity kits are designed to promote parent-child interaction and growth in basic skills, based on a validated assessment of the child's skills. Both parent and child become more confident in relating to the staff, principal, and kindergarten teacher, and this atmosphere of trust between home and school continues in grades K-6. Family Oriented Structured Preschool Activity Program does its own effectiveness evaluation. It has been determined that there is a 28% growth in skills with natural maturation factors taken out. FOSPA is in its 14th year of operation and has 500 area families involved each year.

Contact: Jeanne Chastang Hoodecheck, Program Director
School District #742 Community Education
Parent/Child Programs
1212 N. 29th Ave.
St. Cloud, MN 56301
(612) 253-5828

HIGH/SCOPE PRESCHOOL CURRICULUM

The High/Scope Preschool Curriculum is an open-framework model derived from Piagetian theory. The curriculum originated from one of the first early childhood intervention programs of the 1960s, the Ypsilanti-Perry Preschool Project, and was further developed with funding as a demonstration project in the First Chance Network for preschool handicapped. Through designated key experiences for children, teaching and parenting strategies, and child-observation materials, the curriculum provides a decision-making framework. Within this framework, teachers design a classroom program that reflects the expressed needs and interests of the children being served. This approach emphasizes the identification of the child's status on a developmental continuum by examining his/her strengths and accomplishments. The project views discrepancies in behavior between handicapped and nonhandicapped age peers as developmental delays, not as deficiencies. Basing their tasks on this orientation, teachers initiate developmentally appropriate experiences in the classroom that reflect the basic long-range goals of the program. These goals are: to develop children's ability to use a variety of skills in the arts and physical movement; to develop their knowledge of objects as a base of educational concept; to develop their ability to speak, dramatize, and graphically represent their experiences and communicate these experiences to other children and adults; to develop their ability to work with others, make decisions about what to do and how to do it, and plan their use of time and energy; and to develop their ability to apply their newly acquired reasoning capacity in a wide range of naturally occurring situations and with a variety of materials. The plan-do-review sequence encourages children to achieve these goals by involving them in decision-making and problem solving situations throughout the day. The teacher's role is to support the children's decisions and encourage them to extend learning beyond the original plan. Similarly, teachers rely on a basic room arrangement and daily routine designed to stimulate and support active learning.

Contact: Clay Shouse, Manager
Development and Services
High/Scope Educational Research Foundation
600 N. River St
Ypsilanti, MI 48197
(313) 485-2000

CHILD-PARENT CENTERS ACTIVITY (CPC)

The Child-Parent Centers provide an individualized, locally designed, highly structured half-day instructional program for preschool and kindergarten children. Supplementary and support services are provided by the school nurse, social workers, speech therapists, and curriculum specialists.

CPC activity heavily emphasizes parent involvement, recognizing that the parent is the child's first teacher and that home environment and parental attitude toward school influence a child's academic success. A parent-resource teacher is provided to work solely with parents. Parents are trained to instruct their children at home and are also involved in the school program. Potential adopting school districts may be interested in adopting the parent component in conjunction with their existing early childhood programs. The program can be easily adapted for any audience.

Contact: Velma Thomas, Director
Dorothy Kellberg, Administrator
Child-Parent Centers
Chicago Board of Education
6E South, 1819 West Pershing Rd.
Chicago, IL 60609
(312) 890-8196 or 8197

APPENDICES

APPENDIX A

TESTS AND INVENTORIES

The following is a listing of assessment instruments that may be used with pre-kindergarten programs. This listing is not all inclusive nor is it an endorsement of any single test. It is meant to serve as a reference and starting point for assessing the instruments that are available.

Assessment Instrument	Publisher
Battelle Developmental Inventory, 1984 Battelle Developmental Inventory, Screening Test, 1984	DLM Teaching Resources P.O. Box 4000 Allen, Texas 75002 (800) 527-4747
Brigance Diagnostic Inventory of Early Development, 1978 Brigance Pre-School Screen, 1985	Curriculum Associates 5 Esquire Road Billerica, MA 01862 (617) 935-8410
Carolina Development Profile	Kaplan Press P.O. Box 25408 Winston-Salem, N.C. 27114 (800) 642-0610
Chicago Early Assessment and Remediation Laboratory, 1981	Educational Teaching Aids 555 West Adams Street Chicago, Illinois 60610 (312) 559-1400
Child Development Assessment Form	Humanics Limited 1100 Spring St., N.W. Atlanta, Georgia 30309 (404) 873-3947
Cognitive Skills Assessment Battery, 1981	Teachers College Press Columbia University New York, N.Y. 10027
Cooperative Preschool Inventory (English, 1970) (Spanish, 1974)	CTB/McGraw-Hill 207 Dennis Avenue Raleigh, N.C. 27604 (919) 832-6023
Developmental Indicators for the Assessment of Learning (DIAL-R) (Revised Edition, 1983	Childcraft Educational Corporation 20 Kilmer Road Edison, N.J. 08818 (201) 572-6100

Assessment Instrument	Publisher
Developmental Test of Visual-Motor Integration, 1982	Modern Curriculum Press 13900 Prospect Road Cleveland, Ohio 44136 (800) 321-3106
Early Screening Inventory (ESI)	Teachers College Press Columbia University New York, N.Y. 10027
Learning Accomplishment Profile-Diagnostic (LAP-D)	Kaplan Press P.O. Box 25408 Winston-Salem, N.C. 27114 (800) 642-0610
Peabody Picture Vocabulary	American Guidance Publishers' Building Circle Pines, MN 55014 (800) 328-2560
Santa Clara Plus Computer Management System 1980-83	Skillcorp Software, Inc. 3741 Old Conejo Road Newbury Park, CA 91320 (800) 854-8688

APPENDIX B

SUGGESTED MATERIALS AND EQUIPMENT

The following is a suggested list of materials, supplies, and equipment for a pre-kindergarten classroom:

- Books and pictures
  - appropriate for young children
- Housekeeping furnishings
  - stove
  - refrigerator
  - sink
  - full-length mirror
  - iron and ironing board
  - small table and chairs
  - dishes
  - telephones
  - dolls
  - dress-up clothes
- Puppet stage and puppets
- Manipulative toys
  - puzzles
  - beads
  - peg boards
  - take apart toys
- Workbench and simple tools
- Water and sand tables
- Flannel board and felt objects
- Art materials
  - easel
  - paints (tempera and finger)
  - paint brushes
  - construction paper
  - large drawing paper
  - crayons
  - scissors
  - pencils
  - tape
- Blocks
  - large and small
  - cars and trucks
  - stand-up animals and people
- Science and materials
  - aquarium and terrarium
  - animal cages
  - magnets
  - magnifying glasses
  - thermometers
  - cash register
  - pint, quart, gallon measures
  - foot rulers and yardsticks
  - graded circles, squares, and triangles

Musical instruments
- piano
- autoharp
- rhythm band sets - bells, drums, sticks

Physical Education equipment
- balls
  - 6 to 10 inches (soft)
- bean bags
- floor mats
- jumping ropes
- pedal toys
- punching bag
- wheelbarrow

Audio-visual equipment
- record player and records
- tape recorder with
  - blank and recorded tapes
- headsets
- television

Stapler

Hole-puncher
- 3-hole and single

Cots for resting

APPENDIX C

HUMAN RESOURCES

Local school systems have many people who can be used as resources and references for pre-kindergarten programs. The following is a listing of individuals in Raleigh who will also serve as resources for Chapter I Pre-Kindergarten Programs.

Chapter I Pre-K Administration	Jean Carter Division of Support Programs (919) 733-6286
Chapter I Evaluation	Dr. Bill Hennis Division of Support Programs (919) 733-6286
Child Nutrition Programs	Lynn Hoggard Division of Child Nutrition (919) 733-7162
Day Care Standards	Talitha Wright Department of Human Resources (919) 733-4801
Facilities	Chuck Reid Division of School Planning (919) 733-3700
Health Services	Marilyn Asay Department of Human Resources (919) 733-7791
Instructional Programs	Charlotte Barnes Instructional Services (919) 733-3512
National Diffusion Network	Alean Miller State Coordinator (919) 733-7037
Programs for Exceptional Children	Kathy Nesbitt Division for Exceptional Children (919) 733-3921

APPENDIX D

BIBLIOGRAPHY OF SUGGESTED READINGS

The following is a bibliography of references for teachers, administrators, and others who are interested in Chapter 1 Pre-Kindergarten Programs.

Research Reports

Schweinhart, L.J. (1980). Research Report: High Quality Early Childhood Programs for Low-Income Families Pay for Themselves. Ypsilanti, Mich.: High/Scope Educational Research Foundation.

Schweinhart, L.J., and Weikart, K.P. (1980). Young Children Grow Up: The Effects of the Perry Preschool Program on Youth through Age 15. Monographs of the High/Scope Educational Research Foundation

Zigler, E.F., and Seitz, V. (1980). Early Childhood Intervention Programs: A Reanalysis. Psychology Review, 9, 354-368.

Developmentally Appropriate Practices and Curriculum Goals

Biber, B. (1984). Early Education and Psychological Development. New Haven: Yale University Press.

Elkind, D. (1986, May). "Formal Education and Early Childhood Education: An Essential Difference." Phi Delta Kappan, 631-636.

Montessori, M. (1964). The Montessori Method. Cambridge, MA: Robert Bentley.

Piaget, J. (1950). The Psychology of Intelligence. London: Routledge and Kegan Paul.

Piaget, J. (1952). The Origins of Intelligence in Children. (M. Cook, Trans.) New York: Norton. (Original work published 1936).

Spodek, B. (1985). Teaching in the Early Years (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Weber, E. (1984). Ideas Influencing Early Childhood Education: A Theoretical Analysis. New York: Teachers College Press, Columbia University.

Teaching Strategies

Fein, G., and Rivkin, M. (Eds.). (1986). The Young Child at Play: Reviews of Research (Vol. 4). Washington, DC: NAEYC.

Forman, G., and Kuschner, D. (1983). The Child's Construction of Knowledge: Piaget for Teaching Children. Washington, DC: NAEYC.

Herron, R. and Sutton-Smith, B (1974). Child's Play. New York: Wiley.

Sponseller, D. (1982). Play and Early Education. In G. Spodek (Ed.), Handbook of Research in Early Childhood Education. New York: Free Press.

Guidance of Socioemotional Development

Asher, S. R., Renshaw, P.D., and Hymel, S. (1982). Peer Relations and the Development of Social Skills. In S.G. Moore and C.R. Cooper (Eds.). The Young Child: Reviews of Research (Vol. 3, pp. 137-158). Washington, DC: NAEYC.

Honig, A.S. (1985). Research in Review. Compliance, Control, and Discipline (Parts 1 and 2). Young Children, 40 (2), 50-58; 40 (3), 47-52.

Moore, S. (1982). Prosocial Behavior in the Early Years: Parents and Peer Influences. In B. Spodek (Ed.). Handbook of Research in Early Childhood Education. New York: Free Press.

Stone, J. (1978). A Guide to Discipline (rev. ed.). Washington, DC: NAEYC.

Language Development and Literacy

Cazden, C. (Ed.). (1981). Language in Early Childhood Education (rev. ed.) Washington, DC: NAEYC.

Ferreiro, E., and Teberosky, A. (1982). Literacy Before Schooling. Exeter, NH: Heinemann.

Genishi, C. (1986). Acquiring Language and Communicative Competence. In C. Seefeldt (Ed.), Early Childhood Curriculum: A Review of Current Research. New York: Teachers College Press, Columbia University.

Schachter, F.F., and Strage, A.A. (1982). Adults' Talk and Children's Language Development. In S.G. Moore and C.R. Cooper (Eds.), The Young Child: Reviews of Research (Vol. 3, pp. 79-96). Washington, DC: NAEYC.

Cognitive Development

Forman, G., and Kaden, M. (1986). Research on Science Education in Young Children. In C. Seefeldt (Ed.), Early Childhood Curriculum: A review of Current Research. New York: Teachers College Press, Columbia University.

Goffin, S., and Tull, C. (1985). Problem Solving: Encouraging Active Learning. Young Children, 40 (3), 28-32.

Kamii, C. (1982). Number in Preschool and Kindergarten. Washington, DC: NAEYC.

Hirsch, E. (Ed.). (1984) The Block Book. Washington, DC: NAEYC.

Holt, B. (1979). Science with Young Children. Washington, DC: NAEYC.

Sackoff, E., and Hart, R. (1984, Summer). Toys: Research and Applications. Children's Environments Quarterly, 1-2.

Physical Development

Cratty, B. (1982). Motor Development in Early Childhood: Critical Issues for Researchers in the 1980's. In B. Spodek (Ed.), Handbook of Research in Early Childhood Education. New York: Free Press.

Curtis, S. (1986). New Views on Movement Development and Implications for Curriculum in Early Childhood Education. In C. Seefeldt(Ed.), Early Childhood Curriculum: A Review of Current Research. New York: Teachers College Press, Columbia University.

Aesthetic Development

Evans, Ed. (1984). Children's Aesthetics. In L.G. Katz (Ed.), Current Topics in Early Childhood Education (Vol. 5, pp. 73-104). Norwood, NJ: Ablex.

Greenberg, M. (1976). Music in Early Childhood Education: A Survey With Recommendations. Council for Research in Music Education, 45, 1-20.

Lasky, L., and Mukerji, R. (1980). Art: Basic for Young Children. Washington, DC: NAEYC.

McDonald, D.T. (1979). Music in Our Lives: The Early Years. Washington, D.C: NAEYC.

Seefeldt, C. (1986). The Visual Arts. In C. Seefeldt (Ed.), The Early Childhood Curriculum: A Review of Current Research. New York: Teachers College Press, Columbia University.

Smith, N. (1983). Experience and Art: Teaching Children to Paint. New York: Teachers College Press, Columbia University.

Motivation

Elkind, D. (1986). Formal Education and Early Childhood Education: An Essential Difference. Phi Delta Kappan, 631-636.

Gottfried, A. (1983). Intrinsic Motivation in Young Children. Young Children, 39(1), 64-73.

Parent-teacher Relations

Anker, D., Foster, J., McLane, J., Sobel, J., and Weissbourd, B. (1981). Teaching Children as They Play. In R.D. Strom (Ed.), Growing Through Play: Readings for Parents and Teachers. Monterey, Calif.: Brooks/Cole Publishing Company.

Croft, D.J. (1979). Parents and Teachers: A Resource Book for Home, School, and Community Relations. Belmont, Ca: Wadsworth.

Gazda, G.M. (1973). Human Relations Development: A Manual for Educators. Boston: Allyn and Bacon.

Honig, A. (1982). Parent Involvement in Early Childhood Education. In B. Spodek (Ed.), Handbook of Research in Early Childhood Education. New York: Free Press.

Katz, L. (1980). Mothering and Teaching: Some Significant Distinctions. In L. Katz (Ed.)., Current topics in Early Childhood Education (Vol. 3, pp. 47-64), Norwood, NJ: Ablex.

Lightfoot, S. (1978). Worlds Apart: Relationships Between Families and Schools. New York: Basic.

Assessment of Children

Cohen, D.H., Stern, V., and Balaban, N. (1983). Observing and Recording the Behavior of Young Children (3rd ed.), New York: Teacher College Press, Columbia University.

Goodman, W., and Goodman, L. (1982). Measuring Young Children. In B. Spodek (Ed.), Handbook of Research in Early Childhood Education. New York: Free Press.

Meisels, S. (1985). Developmental Screening in Early Childhood. Washington, DC: NAEYC.

Teacher Qualifications and Staffing

Feeney, S., and Chun, R. 91985). Research in Review. Effective Teachers of Young Children. Young Children, 41(1), 47-52.

NAEYC. (1982). Early Childhood Teacher Education Guidelines for Four- and Five-year Programs. Washington, DC: NAEYC.

Ruopp, R., Travers, J., Glantz, F., and Coelen, C. (1979). Children at the Center. Final Report of the National Day Care Study, Vol. I Cambridge, MA: Abt Associates.

REFERENCES

The following are references used in the publication of this document. They are also suggested readings for Chapter I Pre-Kindergarten Programs.

Appalachian Regional Commission 202. Children Children Children - The Four Year Old. Raleigh: Office of Child Day Care Licensing.

Brannon, Yevonne S., and others. (1987). Resource Manual for Preschool Screening. Raleigh: Center for Urban Affairs and Community Services.

Bredekamp, Sue, ed. (1986). "Developmentally Appropriate Practice," Washington, DC: National Association for the Education of Young Children.

Cotton, Kathleen, and others. (1986-87). Effective Compensatory Education Sourcebook. 3 vols. Washington, DC: U.S. Government Printing Office.

Division of Support Programs. (1987). Program Manual for the Administration of Chapter I of the Education Consolidation and Improvement Act. Raleigh: State Department of Public Instruction.

Early Childhood Education. Kindergarten Curriculum Guide. Raleigh: State Department of Public Instruction.

"The Education Consolidation and Improvement Act of 1981." Title V, Subtitle D of Public Law 97-35. Washington, DC.

Federal Register. (1986). "Rules and Regulations for ECIA Chapter I." Washington, DC.

The National Dissemination Study Group. (1987). Educational Programs That Work. Longmont: Sopris West Incorporated.

Strand, Theresa. (1987). Bibliography of Tests for Early Childhood. Atlanta: Educational Testing Service.

Technical Assistance Center. "The Diagnostic Process." Atlanta: Educational Testing Service.

U.S. Department of Education. (1986). "Nonregulatory Guidance for Chapter I of the Education Consolidation and Improvement Act of 1981, As Amended" Washington, DC.

Waynesboro Public Schools. (1986). Model for Pre-Kindergarten Education Program.